



## **Parkfield SEND Report Summer 2017**

Legislative requirements for SEN information reports, are set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

<p>What types of SEN do we provide for?</p>	<p>The four areas of need, as set out in the SEND Code of Practice:</p> <ol style="list-style-type: none"> <li>1. Cognition and Learning</li> <li>2. Social, Emotional and Mental Health</li> <li>3. Communication and Interaction</li> <li>4. Sensory and Physical</li> </ol>
<p>How do we identify and assess pupils with SEN?</p>	<p>There are different stages of support available to help children with special educational needs. The stages of support are:</p> <p>Early Years or school SEN support - support provided from within the educational setting</p> <p>Assessment - the local authority asks for professional advice regarding your child's difficulties. This may include a Multi-Agency Assessment (MAA) which involves health professionals as well as school. May lead to an application for an Education, Health and Care Plan.</p> <p>Education, Health and Care Plan (EHCP) - a document arising from the assessment which outlines your child's needs and provides additional support</p> <p><b>At Parkfield</b> we use the following procedure for early identification:</p> <ol style="list-style-type: none"> <li>1. Concern expressed by teacher -       <ol style="list-style-type: none"> <li>i. Record of Concern form completed and sent to SENCO</li> <li>ii. Teacher expresses concerns to parent/carer</li> </ol> </li> <li>2. Observations of pupil by SENCO – including in and out of lesson observation and scrutiny of books/work</li> <li>3. Action plan set, in discussion with SENCO and class teacher/person who raised concern.</li> <li>4. Information shared with parents.</li> <li>5. Further observations/actions, as per diagram</li> </ol> <div data-bbox="766 1254 1165 1657" data-label="Diagram"> <pre> graph TD     Plan((Plan)) --&gt; Do((Do))     Do --&gt; Review((Review))     Review --&gt; Assess((Assess))     Assess --&gt; Plan   </pre> </div> <ol style="list-style-type: none"> <li>6. Outside agencies called in if further interventions required.</li> </ol>

<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>Mrs C Pugh : Parkfield School, Parley Road, Christchurch, Dorset BH236DF office@parkfield.bournemouth.sch.uk c.pugh@parkfield.bournemouth.sch.uk</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>Quality First Teaching, including differentiated work according to the needs within the classroom.</p> <p>Pupils on the SEND Register have an individual education plan/student support plan (IEP/SSP) which highlights their needs, target areas and how these will be met. Staff and parents are part of the process with the IEPs, along with the pupil, teacher and SENCO – termly meetings are held to review and set new targets.</p> <p>These are active documents which can be added to at any time, either if targets are met or targets are deemed unsuitable for any reason: e.g. if targets have been set too high or have already been achieved.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<ul style="list-style-type: none"> <li>• Differentiation by: task, outcome, staffing allocation.</li> <li>• Resources to support learning – eg fiddle toys, fidget seats, seating plan, sensory equipment, Montessori equipment, Maths and literacy mats, quiet learning space, etc...</li> <li>• Pupils on the SEND register are involved in setting up a “pupil passport” which explains who they are, what works well for them and things they find particularly difficult</li> </ul>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>We are an inclusive school. Our staff adapt the learning environment to meet the needs of all pupils. Additional support staff are allocated to our students with an EHCP and work alongside them to enable them to access all activities at their level.</p> <p>Using the pupil passport and IEPs enables all staff to know the pupils and their strengths and difficulties.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child’s education?</p>	<ol style="list-style-type: none"> <li>1) At the first sign of concern, teachers talk to parents.</li> <li>2) Parents are kept informed through the teacher/SENCO with every step in the process.</li> <li>3) Initial placement on the SEND register is discussed with parents.</li> <li>4) IEP meetings take place termly.</li> <li>5) Having an open and honest relationship with the parents is vital in order for the child to be best supported and so the SENCO endeavors to ensure this good rapport is built up – aware that some of the conversations required are difficult and sensitive.</li> <li>6) Being visible at all parent-teacher meetings – the SENCO ensures that she attends all of the parent evenings.</li> <li>7) Transition – the SENCO is heavily involved with the transition process. This includes visiting schools, meeting SENCOs during the transition day, passing over paperwork and plans, attending parent meetings and discussing individual pupils with outside agencies. In addition, separate appointments are made with parents of pupils on the SEND register to ensure the transition is smooth for the child – and review</li> </ol>

	<p>meetings a few weeks in to their start to ensure things are progressing well.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>All pupils, regardless of age, are invited to take part in all reviews to discuss their future targets and achievements. Pupils on the SEND register are involved in setting up a “pupil passport” which explains who they are, what works well for them and things they find particularly difficult.</p>
<p>How do we assess and review pupils’ progress towards their outcomes?</p>	<ul style="list-style-type: none"> <li>• Regular meetings to review targets</li> <li>• Update targets as pupils achieve</li> <li>• Attendance at reviews</li> <li>• Observations by SENCO</li> <li>• Meetings between staff members (teacher/SENCO)</li> <li>• Pupils given opportunity to have their voice heard – teacher and SENCO provide time to spend with individual pupils.</li> </ul>
<p>How do we support pupils moving between different phases of education?</p>	<p>Ensuring that the transition process is informative – that previous schools provide the necessary documentation for mid-year transfers, that schools are transparent regarding the needs of the pupils.  SENCO attends the Borough transition day where transfer of paperwork and discussions about individual pupils take place.  SENCO visits schools and nurseries to discuss children of concern.  SENCO liaises with SEN Team at Borough in ensuring the correct transition/school change takes place – to meet the individual needs of that child.</p> <p>SENCO meets with SENCOs at the receiving school and also the previous school where possible. If not, communication is via e-mail and telephone conversations.</p> <p>Within school, teachers hand over information regarding their outgoing class to new phase/class teacher.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p><b>College courses</b> – in 2016/17 students have attended college courses on a day release basis. During Annual reviews for EHCP students discussions are held with regards to preparing them for next steps in their education. This year pupils were encouraged to visit local colleges and places of further education to get an understanding of what is available. Taster days will commence in the Autumn Term for a year 11 pupil who has an EHCP.</p> <p><b>Social skills</b> – pupils work with LSAs in small groups on improving their social skills, to enable them to get on with their peers and understand the rules of friendships.</p> <p><b>ELSA</b> – two qualified Emotional Literacy learning support assistants run programmes of work for pupils across the school identified by adults within the school. Programmes include topics such as anger management, resilience, bereavement.</p> <p><b>Counsellor</b> – a qualified counsellor works in school two days a week with our pupils.</p> <p><b>Outside agencies</b> work with our secondary pupils on projects such as ‘Shine’ for the girls; drug awareness; sexual health; keeping themselves safe using social media.</p>

<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p><b>Pastoral care</b> is given to pupils on a daily basis – from within the classroom and additional support as required. For example, three pupils at present are part of a “meet and greet” programme. This ensures that a key adult meets the child first thing in the morning and ensures that they are settled in class and ready for their learning. Pupils/teachers can request additional support aimed at meeting their emotional needs – this may include a one-off discussion with a trusted adult, social skills or a full Emotional Literacy Support Assistant (ELSA) programme. The counsellor will also meet regularly with certain pupils.</p> <p>At Parkfield we realise the importance of listening to the child and giving them a voice and endeavor to ensure they all feel that they have a trusted adult who they can go to.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>CPD: local authority courses available to all. This year staff have attended courses on:</p> <ul style="list-style-type: none"> <li>• support Maths up to GCSE level;</li> <li>• behavior management;</li> <li>• ASD;</li> </ul> <p>INSET – e.g. September 2016 Attachment Disorder Training; Early Help Assessment.</p> <p>We have a member of staff attending the Counselling ELSA course in Spring 2018.</p>
<p>How will we secure specialist expertise?</p>	<p>Contacts with:</p> <ul style="list-style-type: none"> <li>• SEND Teams at either Dorset County Council, Bournemouth Borough Council or the Borough of Poole</li> <li>• Educational Psychologists or Learning support will be bought in as appropriate</li> <li>• Assessments from local Health teams</li> </ul>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>As needs arise, the SENCO liaises with appropriate outside agencies. For example, the Disability Team have ensured that the new site is prepared for our visually impaired pupils. The SENCO has worked alongside this team with one particular child on her increasing visual disability and the class is adapted to meet her needs (with an ICT programme which transfers interactive whiteboard information on to an individual computer/i-pad for her to have at her desk).</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>Agencies are contacted via referral forms as the needs of the child dictate, eg: speech and language; educational psychologist; previous learning support service (now it is required to “buy in” assessments from private providers); occupational health; school nurse.</p> <p>Multi agency assessments also involve school completing assessments for pediatricians and then arranging for agencies to come in to assess as part of this process.</p> <p>The Early Help team support the school with Early Help Assessments (EHAs) and provision for families can be accessed through this.</p>

<p>How do we evaluate the effectiveness of our SEN provision?</p>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Data checks/progress checks</li> <li>• Book scrutiny</li> <li>• Reviews</li> <li>• IEP/SSP target setting and reviews</li> </ul>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>In the first instance the SENCO would hear the complaint, if it was brought to her, and allow all parties to express their point of view. With all information it would be hoped that the situation could be resolved at this level, in a calm and professional manner.</p> <p>Depending on the severity, parents would then either:</p> <ol style="list-style-type: none"> <li>1. Feel their complaint has been listened to and therefore a resolution reached;</li> <li>2. Ask for the complaint to be passed to a more senior member of staff, as relevant</li> <li>3. Request the relevant Borough SEND Team to be involved.</li> </ol>
<p>Who can young people and parents contact if they have concerns?</p>	<p>SENDIASS  <b>(SENDIASS (formerly Parent Partnership) stands for Special Educational Needs and Disabilities Information, Advice and Support Service)</b></p> <p>Bournemouth Learning Centre  Ensbury Avenue  Bournemouth  BH10 4HG</p> <p>Tel: 01202 451970</p> <p>Borough SEND Team – Ms C O’Brian is the school link officer</p> <p>Children and Young People Services (CYPS)  St Stephens Road  Bournemouth  BH2 6EB  Tel: 01202 451451</p>
<p>What support services are available to parents?</p>	<p>SENDIASS (advice and support service)</p> <p>School nursing team</p> <p>Early Help</p> <p>Borough Special Educational Needs Team</p>
<p>Where can the LA’s local offer be found? How have we contributed to it?</p>	<p>On the Borough website.</p> <p>SENCO has contacted the Borough to ensure Parkfield have fulfilled their obligations regarding the offer. A repeat e-mail from the SENCO stated that, as nothing had been heard, she assumed we were fully compliant and had no actions outstanding.</p>